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ABSTRACT

Established by Assembly Bill (AB) 3103, the Cooperative Agencies Resources for Education (CARE) program, currently administered in 44 community colleges throughout the state of California, was developed to help low-income, educationally disadvantaged, welfare-dependent single parents break the dependency cycle. The program provides educational support services, special classes, and supplemental allowances and grants to such students. Following a review of the founding legislation, a description of the support services and grants provided by CARE, and a discussion of the program target population and eligibility criteria, this report presents the results of an annual study of program participants. Study findings show that among the 2,942 program participants for the 1989-90 school year: (1) 21% were non-high school graduates; (2) 99% were single mothers; (3) 49% were between 26 and 35 years old; (4) 53% were white; (5) over one-half had received Aid to Families with Dependent Children for 31 months or more, with over 40% having received welfare assistance for more than 3 years; (6) 45% identified transfer as their educational objective, while 38% were seeking associate degrees; (7) 34% were new to the program at the beginning of 1989-90; (8) 11% had completed 70 or more units; and (9) 75% had earned at least a 2.0 cumulative grade point average (GPA) with 31% achieving a 3.0 GPA or better. A copy of AB 3103, and a table listing the numbers of students served and fiscal allocation by college are appended. (GFW)

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ED326270

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

1989-90 ANNUAL REPORT

BY
Thelma Scott-Skillman

Cheryl Fong

Discussed as Agenda Item 7 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, January 10-11, 1991).

JC 910004

California Community Colleges, Sacramento.
Office of the Chancellor

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Board of Governors
California Community Colleges
January 10-11, 1991

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE) 1989-90 ANNUAL REPORT

7

A Report

Background

Single parents comprise a significant segment of the Community College population in California. Individuals served by the Cooperative Agencies Resources for Education (CARE) program are not only single parents, but are also low-income, educationally disadvantaged, and dependent upon welfare assistance.

Established by Assembly Bill 3103 (Hughes, Chapter 1029, Statutes of 1982), CARE is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." Currently in operation at 44 community colleges throughout the State, CARE initially was developed as a collaborative effort by the California Community Colleges, State Department of Social Services, State Employment Development Department, county welfare departments, and Extended Opportunity Programs and Services (EOPS) on local community college campuses.

As a statewide program, CARE is administered and coordinated solely by the Chancellor's Office through the EOPS-CARE Unit, Student Services and Special Programs Division. At the campus level, CARE is administered under the auspices of EOPS as a supplemental educational support service for EOPS students who are single parents receiving welfare assistance.

Through the CARE program, academically high-risk students receive educational support services, including supplemental counseling and advisement, peer support and networking with other single parents, and special classes and activities designed to enhance their personal development, self-esteem, parenting skills, and employability. Grants and supplemental allowances are awarded to students for child care, transportation, and textbooks and supplies. All of these services and activities are provided to improve the retention and persistence rates of the welfare-dependent single parent who desires to become educated and therefore more employable in today's job market.

Analysis

Each year, the Chancellor's Office compiles information and data on program participants through the *CARE Annual Data Summary* and, more recently, the *CARE Need Statistics and Data Services Report.* Information provided by the field enables the Chancellor's Office to: (1) construct a profile of CARE participants; (2) identify emerging demographic trends; (3) assess the extent of support services and activities for this special population; and (4) project future program growth.

The data obtained from the 1989-90 CARE statewide survey profiles characteristics of the Aid to Families with Dependent Children (AFDC) single parent population that should prove helpful in planning appropriate educational support services and programs. In the area of student demographics, the data indicated that CARE students are:

- Older than the average community college student. Sixty-two percent of all CARE students are age 26 and over, with nearly one-half (49 percent) between ages 26 to 35.
- Predominantly women (99 percent).
- Heads of household with at least one child. Over 75 percent of CARE students have one or more children.
- Long-time recipients of Aid to Families with Dependent Children (AFDC). Over one-half of all CARE participants have received welfare assistance for two to three or more years.
- Non-participants of the GAIN program. Only 19.32 percent of CARE students received assistance from GAIN (Greater Avenues for Independence).
- Mostly White or Caucasian (53 percent).
- Lacking in basic skills proficiency. Sixty-one percent of CARE students are not qualified to enroll in college-level, degree-applicable courses in English or mathematics.
- Less likely to have completed high school. Twenty-one percent of CARE students failed to graduate.
- Choosing careers in business/legal (32 percent) and medical/health sciences (17 percent) areas.
- Planning to transfer to a four-year college or university (45 percent).

CARE enrollment is growing, with nearly 3,000 students served in 1989-90. That marked a dramatic increase of almost 39 percent over the previous academic year despite the lack of funding for program growth in the Governor's Budget.

Single parents who lack basic skills need comprehensive student support services to enhance their employability and long-term self-support. The Chancellor's Office anticipates that the CARE program will continue to provide these supportive and innovative services and activities to meet the educational needs and aspirations of this at-risk student population.

Staff Presentation: *Thelma Scott-Skillman, Interim Vice Chancellor*
Student Services and Special Programs

Cheryl Fong, Coordinator
Cooperative Agencies Resources for Education

Cooperative Agencies Resources for Education (CARE)

1989-90 Annual Report

Founding Legislation

The Cooperative Agencies Resources for Education (CARE) program was established by Assembly Bill 3103 (Hughes, Chapter 1029, Statutes of 1982) as "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." (See Attachment A.)

Assemblymember Teresa Hughes, author of AB 3103, hoped that CARE would help single heads of household minimize their need for welfare assistance by enhancing their employability. The intent of the legislation is that:

> . . . welfare recipients become convinced that they and their children are important, that they are capable, and that with proper support they can break the welfare dependency cycle through education and job training.

CARE in the Community Colleges

Currently, there are CARE programs at 44 community colleges throughout the State. CARE initially was established by AB 3103 as a collaborative effort by the California Community Colleges, State Department of Social Services, State Employment Development Department, county welfare departments, and Extended Opportunity Programs and Services (EOPS) on local college campuses. The program is administered and coordinated solely by the State Chancellor's Office. At the campus level, CARE is administered under the auspices of EOPS as a supplemental educational support service for EOPS students who are single parents on welfare assistance.

In 1982-83, its first year of operation, CARE received $250,000 in the Governor's Budget to fund programs at 15 community colleges. During 1988-89, the Governor's Budget provided $1,472,000, which included an augmentation of $775,000 to expand CARE statewide by establishing new programs in unserved counties and underserved areas. Twenty-three additional programs were funded by Fall 1989, thereby doubling the statewide network.

By 1989-90, nearly 3,000 single parents received assistance from 44 CARE programs to support their educational goals. The number of students served by the program increased dramatically – by almost 39 percent – over the previous academic year. During the same period, the Governor's Budget provided $1.542 million in local assistance funding for the program, which included a 4.64 percent cost-of-living

adjustment (COLA) but no funds for growth in the total State allocation. Attachment B outlines 1989-90 statewide and individual program allocations for CARE. Table 1 depicts the rate of program growth in key fiscal years from 1982-83 to 1989-90.

Table 1

Students Served Per Rate of Growth Statewide

1982-1990

Fiscal Year	Programs	Students Served	Average Per Program	Rate of Growth	Funding Level
1982-83	15	711	47	N/A	$ 225,000
1987-88	22	1,301	60	+54.7%	$ 675,000
1988-89	39	2,123	54	+62.0%	$ 1,472,000
1989-90	44	2,942	67	+38.6%	$ 1,542,000

Source: *CARE Program Planning Data, Fall 1990*

CARE was designed to augment existing campus resources by providing additional services and financial aid to strengthen the retention and persistence of the student who is a single parent on welfare assistance. State funds are utilized to expand counseling, advisement, and other educational support services. Furthermore, CARE dollars are earmarked specifically to supplement student grants and allowances for child care, transportation, and textbooks and supplies.

During 1989-90, the average cost per student in the CARE program was $524. The cost effectiveness of the program can be attributed to the supplemental nature of the funding. However, CARE programs have unanimously indicated that the dollars available to students to help offset expenditures for child care, especially, are inadequate, particularly for the welfare-dependent student. Child care can easily exceed $750 per month in both urban and rural areas. Therefore, while CARE grants contributed to child care costs, they do not fully subsidize the expenditure.

In anticipation of continued program growth and increases in the cost of living, the Chancellor's Office has submitted a budget change proposal (BCP) to the Department of Finance, for consideration in the 1991-92 Governor's Budget, that would expand CARE to unserved counties and underserved areas in California. The BCP would also provide much-needed growth funding that would allow existing programs to increase grants and services to CARE students above current levels.

Educational Support Services and Activities

Throughout the CARE statewide network, individual programs in the community colleges have implemented and coordinated often-innovative educational support services and programs for EOPS students who are single parents on welfare. (See Table 2). *The Lassen County Times* newspaper article in Attachment C describes typical experiences of students in the CARE program.

Table 2

CARE Educational Support Services and Activities

1989-90

Type of Service	Students Served
Child Care*	2,404
Books/Supplies*	2,216
Transportation*	1,545
Counseling/Advisement	2,896
Tutoring	1,042
Specialized Courses or Workshops	2,056
Career Assessment	1,074
Employability Training	464
Job Placement or Referrals	274
Other	322

* Includes grant awards and services

Source: *CARE Program Planning Data, Fall 1990*

CARE programs may provide single-parent students with services directly or coordinate with on-campus and community resources to offer a comprehensive support network. The primary college resource is, of course, EOPS, which is the foundation of the CARE program. Other campus departments and programs often tapped for special services are child development centers, early childhood and family education, financial aid, vocational education (especially VEA, single parent and gender equity programs), women's re-entry programs, and automotive technology.

Counseling and advisement are vital services provided to all CARE students. As CARE is a supplemental program for a special population of EOPS students, these essential retention activities may be provided through the existing EOPS staff and program structure.

Additional services, which augment and are "over, above and in addition to" those dispensed to all students, are funded by CARE to give the single-parent student a supportive and caring environment for academic success. In keeping with the original intent of the enabling legislation, CARE also attempts indirectly to address the needs of the participants' children by ensuring that the program's support services include the coordination of quality day care and child development activities through campus or community resources. Priority reservations for child care in on-campus child development centers are often arranged by CARE as a much-needed service for the single parent enrolled full-time in educational and vocational programs.

Peer support networks, which are facilitated through student clubs, weekly or monthly meetings, seminars and workshop programs, enable CARE students to interact and share resources with other single parents who are undergoing similar trials as they work to obtain the education and training that can free them from welfare dependency.

Some programs schedule speakers regularly during the year to discuss topics related to single parenting, personal development and self-esteem, motivation, legal concerns, nutrition, local organizations and resources, and educational empowerment skills.

CARE programs also network with various community resources, such as subsidized or low-cost day care providers, area child care consortiums, teen parent programs, churches, women's shelters, the housing authority, nonprofit welfare organizations, and legal services. CARE staff interface on a regular basis with county welfare departments and related programs, such as food stamps and GAIN. These contacts benefit CARE by providing valuable sources for program outreach and recruitment; potential offers of assistance (e.g., priority referrals to low cost housing or child care); and mutual support.

CARE Grants and Allowances

Students participating in CARE may qualify for supplemental grants or allowances. CARE funds are utilized to compensate for any unmet financial need in the student's educational budget for child care, transportation, and textbooks and supplies.

Sometimes, in lieu of an actual cash grant, comparable services may be offered as part of the educational assistance package. Several CARE programs have initiated unique transportation services, which include: car repair and maintenance through campus and privately-owned garages; bus passes; campus parking permits; and mileage reimbursement (especially helpful for students commuting to classes in geographically isolated areas).

A few CARE programs offer their students meal tickets as a service. Some programs will augment the EOPS book service award, particularly for CARE students who require uniforms and special equipment for nursing and other vocational programs.

Target Population and Eligibility Criteria

CARE provides educational support services to individuals who at the time of admission into the program are:

1. EOPS-eligible (low-income and educationally disadvantaged);
2. At least 18 years of age;
3. A recipient of Aid to Families with Dependent Children (AFDC);
4. A single head of household (includes persons with incarcerated spouses); and
5. A parent of at least one child under the age of six years.

Criteria for Determining Educational Disadvantage

As a supplemental program of EOPS, all CARE students must be eligible for the EOPS program, as determined by criteria established in Title 5 Regulations (Article 2, Section 56220). Non-graduation from high school is one of the criteria used to determine whether an individual is educationally disadvantaged.

Of the 2,942 students served by CARE in 1989-90, 21 percent (632 students) were non-high school graduates. Seventy-five percent (2,215) of the students in the program had obtained at least a high school education, 1,729 with high school diplomas and 486 with GED or its equivalent.

Other criteria are:

1. Student does not qualify at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.
2. Student graduated from high school with a Grade Point Average below 2.50 on a 4.00 scale.
3. Student was previously enrolled in remedial education.
4. Other criteria as set forth in the district's annual EOPS program plan, including individuals who are first-generation college students, non-native speakers of English, or members of underrepresented populations.

Table 3 shows the number and percent of CARE students enrolled during the 1989-90 academic year who met one or more of those criteria.

Table 3

EOPS-CARE Educational Disadvantage Eligibility

1989-90

High School Graduation	Number	Percent
Non graduate	632	21
High School Diploma	1,729	59
GED or High School Equivalent	486	17
No Data Available	93	3
Ineligible for College-level English and/or Mathematics	1,808	61
Graduated from High School with Less Than 2.50 GPA	143	5
Enrolled Previously in Remedial Education	286	10
First-generation College Student	398	14
Member of Underrepresented Population	283	10
Non-native Speaker of English	45	2

Source: *CARE Program Planning Data, Fall 1990*

Demographic Data

Table 4 reveals that the overwhelming majority of students in the CARE program are single mothers – 99 percent, or 2,905. Only 29 single fathers were served through the program.

Table 4

Gender and Age of CARE Students Served

1989-90

	Number	Percent
Gender		
Female	2,905	99
Male	29	1
Age		
18 to 25 years	1,119	38
26 to 35 years	1,431	49
36 years or older	381	13

Source: *CARE Program Planning Data, Fall 1990*

Nearly one-half of all CARE students (49 percent or 1,431) were between 26 to 35 years old. Thirty-eight percent (1,119 students) were 18 to 25 years old, while 13 percent (381 students) were 36 or older.

Ethnicity

Table 5

Ethnic Background of CARE Students

1989-90

Ethnic Background	Number	Percent
Caucasian or White	1,557	53.0
Latino	702	24.0
African American	494	17.0
Native American	75	3.0
Asian Pacific Islander	54	2.0
Filipino	17	0.5
Unspecified	31	1.5

Source: *CARE Program Planning Data, Fall 1990*

In contrast to the data provided to the Legislature following the initial year of State funding for CARE, Table 5 shows that the majority of single parents served by the program in 1989-90 were White or Caucasian – 1,557 or 53 percent. The 1982-83 legislative report indicated that 64 percent of all CARE participants were Black or

Hispanic, as follows: Black, 37 percent; Hispanic, 27 percent; White, 37 percent; and Other, 4 percent. (Source: *CARE Report to the Legislature, 1983*).

Number of Dependents in Household

Table 6 shows that more than three-fourths of all students in CARE (76 percent or 2,233) had one or two children in their family. While this is less than the average household size (2.5 children per CARE participant) reported in 1982-83, the data does reflect a national trend toward smaller families.

Table 6

Number of Dependents in Household

1989-90

Number of Children	Number of CARE Students	Percent
1	1,281	44
2	952	32
3	486	17
4	144	5
5	44	1
6 or more	23	1

Source: *CARE Program Planning Data, Fall 1990*

Length of Time on Welfare Assistance (AFDC)

When CARE was initiated as a statewide program in 1982, the Chancellor's Office and State Department of Social Services agreed that the program would target long-term recipients of Aid to Families with Dependent Children (AFDC) in order to maximize limited program funding. Therefore, CARE primarily targets single heads of household who have received welfare assistance for at least one continuous year. In addition, waivers are provided to 10 percent of the total population served in each program so that CARE services may be extended to individuals who have been on AFDC less than a year.

According to Table 7, over one-half (1,479) of all CARE students served during Academic Year 1989-90 had received AFDC for 31 months (two and one-half years) or more with forty percent (1,163 students) having received welfare assistance for over three years. Thus, the long-term welfare recipient is still the primary benefactor of CARE programs and services.

Table 7

CARE Participants

Length of Time on Welfare Assistance (AFDC)

1989-90

Number of Months	Number of Students	Percent
Under 12	71	2
12 to 17	507	17
18 to 24	472	16
25 to 30	387	13
31 to 36	316	11
37 and over	1,163	40

Source: *CARE Program Planning Data, Fall 1990*

Educational Goals

CARE students are guided and supported to achieve their chosen educational goals, which include certificate, associate degree and transfer objectives. The educational and vocational programs in which CARE participants enrolled were essentially those that would provide these single parents with viable opportunities for employment and self-support. Enabling students to break the cycle of long-term welfare dependency by becoming more employable in better-paying jobs to support their families is the ultimate goal of CARE.

Table 8

CARE Student Educational Goals

1989-90

Educational Goal	Number	Percent
Transfer, No Degree	318	11
Transfer, AA/AS Degree	1,010	34
Vocational AA/AS Degree	892	30
Other AA/AS Degree	221	8
Vocational Certificate or License	432	15
Other *(Including Basis Skills and English as a Second Language)*	116	4

Source: *CARE Program Planning Data, Fall 1990*

Toward this end, Table 8 shows that 1,328 CARE students (45 percent) pursued transfer objectives as their educational goal. Thirty-eight percent (1,113 students) chose vocational or other AA/AS degrees, while 432 students (15 percent) sought vocational certificates or licenses. Four percent (116) of all CARE students stated other

educational goals, including basic skills instruction and English as a Second Language, which represent essentially pre-vocational coursework or preparation for academic and vocational studies.

Academic and Vocational Programs

The most popular career/vocational areas chosen by CARE students were business and law, with 32 percent (947) choosing majors in those two areas. Ten percent (293 students) of all CARE students majored in business administration or business management. Six percent (175 students) chose certificates in secretarial science. Eight percent (232 students) declared majors in computer information science and data processing.

The health sciences were the next most popular career choice, with 507 CARE students (17 percent) enrolled in programs in this area. Eight percent (230 students) desired to be registered nurses (RN), while 114 (4 percent) wanted to be licensed vocational nurses (LVN). The remaining 164 students were enrolled in various vocational allied health programs, such as X-ray technician (26), biological science (17), medical technology and physical therapy (13 each), pre-nursing and dental hygiene (9), and psychiatric technician and respiratory therapist (7 each).

Vocational-professional majors accounted for 8 percent (247) of all CARE students. The largest group was 103 students who were enrolled in administration of justice or correctional science programs. Thirty-five students majored in art fields (art, fine arts, graphic arts, advertising art and graphic design for video). Cosmetology was chosen by 23 students. Automotive technology majors were declared by 14 CARE students.

Psychology and family education (including Early Childhood Education and Child Development) majors were selected by 236 (8 percent) of all CARE students. Seventy-nine students (3 percent) chose social work and human services, while 35 (1 percent) wanted to enter teaching as a profession. Engineering fields, particularly electronics, were declared by 34 (1 percent) CARE students. Twenty-nine students majored in communications.

Ten percent of all CARE students (294) chose general studies, liberal arts, and liberal studies as their major. Systemwide, 141 students were reported as unspecified academic majors and 148 in unspecified vocational majors. Ninety-one students selected other academic majors, including English (25), humanities (18), social sciences (11), mathematics (8), and foreign languages or linguistics (7).

Enrollment and Retention

Indicators of retention and persistence performance include the number of terms students have been enrolled and the total number of units they have earned toward their educational objectives. According to the *CARE Annual Data Summary*, 1,001

CARE students (34 percent) were new to the program at the beginning of the 1989-90 academic year. Thirty-three percent (967) were continuing students in their second term; 545 (19 percent) in their third term; and 222 (8 percent) in their fourth term. Seven percent (197 students) had completed at least four or more terms in community college programs.

Units Earned

By the end of the 1989-90 academic year, 316 CARE students (11 percent) had completed 70 or more units and were eligible for graduation or transfer to a four-year college or university. Eight percent (228 students) had earned between 60 to 70 units; 276 (9 percent) between 49 to 59 units; 356 students (12 percent) between 37 to 48 units; 504 (17 percent) between 25 to 36 units; 638 students (22 percent) between 12 to 24 units; 318 students (11 percent) between 6 to 12 units; and 285 students (10 percent) 6 units or less.

As Table 9 shows, the great majority of CARE students performed admirably in their academic and vocational coursework. Almost 75 percent (2,183) earned at least a 2.0 cumulative Grade Point Average (GPA), with 31 percent achieving a 3.0 GPA or better.

Table 9

CARE Student Academic Success

1989-90

Cumulative GPA *(4.00 Scale)*	Number of Students	Percent
3.5 to 4.0 GPA	322	11
3.0 to 3.49 GPA	598	20
2.5 to 2.99 GPA	687	24
2.0 to 2.49 GPA	576	20
Below 2.0 GPA *	736	26

* Includes ungraded, credit/no-credit coursework.

Source: *CARE Program Planning Data, Fall 1990*

Program Effectiveness

Almost 3,000 (2,942) single parents on AFDC received educational support services from CARE to enhance their retention and persistence during Academic Year 1989-90. The program's effectiveness can be measured by a number of success factors, as indicated in Table 10.

Table 10

CARE Student Achievement

1989-90

Outcome	Number	Percent
Associate of Arts or Associate of Science Degree	169	6
Vocational Certificate or License	73	2
Academic Honors	298	10
Awarded Scholarships	96	3
Employment	78	3
Transferred or Accepted at a four-year College or University	103	4
Other *(Including Transfer to Regional Occupational Programs and Nursing Schools, Completion of CSU General Education Pattern)*	39	1

Source: *CARE Program Planning Data, Fall 1990*

GAIN Client Participation in CARE

The extent to which GAIN (Greater Avenues for Independence) clients participated in CARE was limited. During 1989-90, 568 CARE students (19.32 percent) also received support services from the GAIN program.

The CARE program provides the full range of educational support services to those deferred from mandatory participation in GAIN. These students are deferred because they have at least one child under the age of six years and are enrolled full-time in an educational or vocational training program.

For the most part, the majority of CARE-eligible GAIN participants (those who are mandatory or voluntary self-initiated) receive educational support services (counseling, advisement, peer support activities and special programs) in lieu of grant support while they are enrolled in the community colleges. However, CARE may offer supplemental services and allowances to CARE-eligible GAIN participants for expenditures not provided by GAIN if resources are available.

Conclusions

The Cooperative Agencies Resources for Education program represents a significant commitment by the State to meet the unique educational needs and aspirations of an academically high-risk population of college students who are single parents and predominantly women, older than the average college population, lacking in basic skills, and in need of financial assistance. The program has not only developed innovative educational support services to meet the needs of this special population, but has also expanded and strengthened those services traditionally offered to all community college students.

As this report illustrates, the CARE program is continuing to meet the needs and aspirations of a growing student population whose educational and socioeconomic disadvantages present obstacles to a college education that are unknown to most students. Performance data for 1989-90 indicates that in spite of these barriers to academic success, individuals served by CARE do achieve their educational and training goals by earning college degrees, vocational certificates or licenses, and transferring to four-year colleges and universities.

Reports and projections by the Chancellor's Office indicate that the potential CARE-eligible, single parent population will increase substantially over the next decade. CARE is committed to playing a significant role in enhancing the persistence and retention of these nontraditional college students by providing a viable educational support system for them. The program will continue to be challenged to offer innovative services, broaden the resource network, and mediate conflicts between tradition and change. Education and eventual employment are the key to assisting these single parents and their children to break the cycle of welfare dependency.

ATTACHMENT A

ASSEMBLY BILL NO. 3103

Chapter 1029

An act to add Article 4 (commencing with Section 79150) to Chapter 9 of Part 48 of the Education Code, relating to public education, and making an appropriation therefor.

[Approved by Governor September 13, 1982. Filed with Secretary of State September 14, 1982.]

LEGISLATIVE COUNSEL'S DIGEST

AB 3103, Hughes. Community colleges: cooperative agencies resources for education programs.

Existing law authorizes community college districts to establish various educational programs. No provision of law specifically targets welfare recipients for additional support services to assist them in succeeding in a community college setting.

This bill would authorize the Chancellor's office of the California Community Colleges, in cooperation with the State Department of Social Services and the State Employment Development Department, to contract with community college districts which presently have cooperative agencies resources for education programs for the purpose of providing additional funds for support services, as specified.

This bill would require the Chancellor's office of the California Community Colleges to adopt guidelines for the cooperative agencies resources for education programs and to be responsible for the administration of the funds for the programs.

This bill would reappropriate $250,000 from the unencumbered balances of the funds appropriated by the Budget Act of 1982 for the support of the Employment Development Department, to the Chancellor's office of the California Community Colleges for the purposes of this bill in the 1982-83 fiscal year.

This bill would specify that the cooperative agencies resources for education programs be operative in the 1983-84 fiscal year and each fiscal year thereafter only if funds are specifically appropriated therefor.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. (a) The Legislature finds and declares that:

(1) The CARE program (cooperative agencies resources for education) is a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle.

(2) The CARE program links existing educational welfare and job training programs and moneys into a cooperative unit to help the CARE enrollee break out of the welfare cycle into the productive career world.

(3) The CARE program is a cooperative effort involving the State Employment Development Department, the State Department of Social Services, local county welfare departments, the Chancellor's office of the California Community Colleges, and the individual community colleges through extended opportunity programs and services.

(4) A special outreach and support effort targeted specifically to welfare recipients is needed to assist them in succeeding in a community college setting.

(5) Many welfare recipients with children are desirous of preparing for employment through job-relevant study in a community college towards the completion of high school diploma requirements, attainment of an associate of arts degree, or other college-specific certificates, but cannot do so because of lack of child care and transportation services.

(6) It is the intent of the Legislature that the number of welfare recipients enrolled in the CARE program be maintained and expanded so that welfare recipients may be given an opportunity to expand their education and job training opportunities, and thereby enhance their employability and minimize their need for welfare assistance. It is also the intent of the Legislature that welfare recipients become convinced that they and their children are important, that they are capable, and that with proper support they can break the welfare dependency cycle through education and job training.

SEC. 2. Article 4 (commencing with Section 79150) is added to Chapter 9 of Part 48 of the Education Code, to read:

Article 4. Cooperative Agencies Resources for Education Program

79150. The Chancellor's office of the California Community Colleges, in cooperation with the State Department of Social Services and the State Employment Development Department, may enter into agreements with community college districts, which presently have cooperative agencies resources for education programs, for the purpose of providing additional funds for support services for those programs. Support services shall include, but not be limited to, child care and transportation allowances, books and supplies, counseling, and other related services.

79151. Each community college district specified in Section 79150 may apply for funds pursuant to this article. Each district shall demonstrate that all existing resources have been exhausted, the number of new welfare recipients who will be served, and the extent of cooperation between the local county welfare department and the State Employment Development Department, the [extended] opportunity programs and services program, and campus child development programs.

79152. Participants in cooperative agencies resources for education programs shall be at least 18 years of age, be a single head of household, be receiving Aid to Families with Dependent Children, and be desirous of completing their high school education or pursuing a job-relevant curriculum.

79153. The Chancellor's office of the California Community Colleges, with input from the State Department of Social Services and the State Employment Development Department, shall evaluate the cooperative agencies resources for education programs operated pursuant to this article and report to the Legislature on or before November 1, 1983, on the program's performance. The report shall also include recommendations concerning program improvement and expansion.

79154. The chancellor's office of the California Community Colleges, in conjunction with the State Department of Social Services and the State Employment Development Department, shall adopt guidelines for the cooperative agencies resources for education programs. The chancellor's office shall be responsible for the administration of funds for the program.

79155. (a) For the 1982-83 fiscal year, there is hereby reappropriated the sum of two hundred fifty thousand dollars ($250,000) from the unencumbered balances of the funds appropriated from Item 5100-001-001 of the Budget Act of 1982 (Ch. 326, Stats. 1982) to the Chancellor's office of the California Community Colleges for the purposes of this article.

(b) For the 1983-84 fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purposes of the cooperative agencies resources for education programs pursuant to this article.

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ATTACHMENT B

Cooperative Agencies Resources for Education

1989-90 Final Allocations

College	Students Served 1988-89	Allocation
American River	29	$ 33,045
Antelope Valley	67	39,076
Bakersfield	53	33,097
Barstow	46	30,108
Butte	159	78,363
Canada	50	34,106
Cerritos	41	27,973
Cerro Coso	64	37,795
Chabot/Las Positas	*75	42,492
Cosumnes River	38	28,560
Cuyamaca	40	27,546
De Anza	68	39,503
Desert, College of the	36	31,291
Feather River	22	23,206
Fullerton	44	30,000
Gavilan	43	30,000
Hartnell	51	32,243
Imperial Valley	87	47,617
Kings River	*37	26,265
Laney	44	34,313
Lassen	35	34,910
Los Angeles Southwest	58	$ 35,232

* Newly funded program – figure based upon proposed number of students to be served during 1989-90

** Program inactive during 1989-90

1989-90 Final Allocations *(Continued)*

College	Students Served 1988-89	Allocation
Mendocino	42	$ 28,400
Merced	67	39,076
Modesto	16	28,010
Mt. San Antonio	55	33,951
Mt. San Jacinto	86	47,189
Napa Valley	71	40,784
Oxnard	32	30,000
Palo Verde	*35	25,410
Palomar	73	41,638
Porterville	*30	23,275
Rancho Santiago	50	31,816
Redwoods, College of the	*45	29,681
Rio Hondo	69	39,930
San Diego Mesa	26	25,000
San Joaquin Delta	91	49,325
Santa Barbara City	102	54,022
Santa Rosa	22	**0
Shasta	61	36,513
Sierra	49	31,389
Siskiyous, College of the	61	37,500
Solano	43	30,000
Victor Valley	36	25,837
Yuba	61	36,513
TOTAL	**2,410**	**$1,542,000**

* Newly funded program - figure based upon proposed number of students to be served during 1989-90

** Program inactive during 1989-90

Due to copyright restrictions, the following article:
"CARE helps single mothers", by Bill Underwood
has been removed. It can be found in the Lassen County Times
Susanville, CA, October 2, 1990.

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